

THE ROLE ENGLISH DICTIONARIES IN TEACHING PROCESS

Musurmonova Saodat Jamshidovna

Samarkand state of institute of foreign languages, Samarkand, Uzbekistan

E-mail: saodatmusurmonova@gmail.com

Abstract: A lexicon may be a posting of lexemes from the vocabulary of one or more particular dialects, regularly organized in order (or by radical and stroke for ideographic dialects), which may incorporate data on definitions, usage, etymologies, elocutions, interpretation, etc. It may be a lexicographical reference that appears inter-relationships among the data.

Key words: Semasiological, onomasiological, prescriptive and graphic lexicons, complex signs

A wide qualification is made between common and specialized word references. Specialized dictionaries incorporate words in pro areas, instead of a total range of words within the dialect. Lexical things that portray concepts in particular areas are as a rule called terms rather than words, in spite of the fact that there's no agreement whether lexicology and wording are two different fields of ponder. In hypothesis, common lexicons are supposed[citation required] to be semasiological, mapping word to definition, whereas specialized lexicons are assumed to be onomasiological, to begin with identifying concepts and after that building up the terms utilized to assign them. In hone, the two approaches are utilized for both types. There are other sorts of word references that don't fit perfectly into the over qualification, for occasion bilingual (interpretation) lexicons, word references of equivalent words (thesauri), and rhyming lexicons. The word reference (inadequate) is more often than not caught on to allude to a common reason monolingual dictionary.



There's too differentiate between prescriptive or graphic lexicons; the previous reflect what is seen as redress utilize of the dialect whereas the latter reflect recorded real utilize. Complex signs (e.g. "casual" or "disgusting") in numerous present day lexicons are too considered by some to be less than dispassionately descriptive. The primary recorded lexicons date back to Sumerian times around 2300 BCE, within the frame of bilingual lexicons, and the most seasoned surviving monolingual lexicons are Chinese lexicons c. 3rd century BCE. The primary absolutely English in sequential order word reference was A Table Alphabetical, composed in 1604, and monolingual word references in other dialects moreover started showing up in Europe at around this time. The efficient consider of word references as objects of logical intrigued emerged as a 20th-century endeavor, called etymology, and generally started by Ladislav Zgusta. The birth of the unused teach was not without discussion, with the commonsense dictionary-makers being in some cases denounced by others of having an "surprising" need of strategy and critical-self reflection.

Lexicon shapes a necessarily portion of the method of perusing and readers' comprehension. It alludes to the words required for communicating successfully. It suggests open lexicon and expressive lexicon. Responsive lexicon alludes to the words that we listen and perused whereas expressive lexicon infers the words that we talk and compose. It is appropriately said that without lexicon, it isn't conceivable to communicate anything. A broader thought of lexicon is examined underneath. What might a direct method or natural approach activity be? It could be as simple as a teacher asking questions, with the students answering, either followed by correction or praise. It could be an instructor reading a passage aloud, giving it to her students, and then having them read it aloud, so that through repetition and correction, students would understand in the same way that children learn patterns through having their parents read to them. Or it could be asking students to write a paragraph in their own words, again with correction or praise to follow.

Words we recover whereas communicating ourselves through writing are named as composing lexicon. Writing vocabulary is ordinarily impacted by the words we are ready to spell. We discover it simple to specific verbally, through facial expression, or pitch, but composing lexicon depends upon our skill in lexicon.

Richard Forty found this term 'Final Vocabulary'. It is a collection, set, or gather of words that each individual applies to legitimize their activities, convictions, and lives. Last lexicon comprises words an individual avails to laud, disdain, express profound sentiments, trusts, questions, etc. Understudies can receive a few ways to progress their lexicon. Some imperative ways to progress lexicon are given here:

Create a Perusing Propensity: Understudies can move forward their lexicon in the event that they create a perusing propensity. It is simple to progress lexicon when they come over unused words whereas perusing a novel or a daily paper article. They can include modern and new words to their list.

Dictionary and Thesaurus: Understudies can utilize online word references and thesauruses for progressing lexicon. They can discover equivalent words to the words that are distant way better than the words utilized by them. Lexicons can offer assistance understudies to memorize almost root words, related words, and antonyms.

Word Diversions: Word diversions such as scrabble are valuable for understudies to grow and improve their lexicon. Understudies can note down the critical words that they learn whereas playing the amusement and can utilize them in their composing.

Flashcards: Understudies can utilize flashcards to learn distinctive words. There are numerous smartphone apps that can offer assistance understudies to form flashcards and they can make a number of words regular to extend their lexicon.

Utilize modern Words in Discussion: Understudies must attempt to utilize modern words in their discussion. They can utilize the words that they learn from perusing or whereas observing TV in their discussion to keep in mind them.

Individuals struggle with vocabulary due to need of instruction, learning procedures, destitute memory abilities, or learning incapacities. Reaction to Intercession program helps in vocabulary-building.

Learning and investigating modern words and after that applying them in numerous contexts progresses your communication aptitudes. Continuously keep learning antonyms, equivalent words, intentions, expressions, expressions, and keep perusing different books to create your lexicon. Close the door, open your book, etc. This first step can later be expanded to storytelling, where students act out actions described in an oral narrative, thus demonstrating their comprehension of the language.

The communicative approach is the foremost broadly utilized and most broadly acknowledged approach to classroom-based outside dialect educating nowadays, and in many ways, may be a summit of those approaches and techniques that showed up some time recently. It emphasizes the learner's capacity to communicate different capacities, such as inquiring and replying questions, making demands, portraying, describing and comparing. Errand task and issue solving-two key components of basic thinking- implies through which the communicative approach works. Not at all like the coordinate strategy, isn't language structure instructed in segregation. Learning happens in setting; natty gritty blunder redress is de-emphasized in favor of the hypothesis that students will normally develop accurate discourse through visit utilize. Understudies create familiarity through communicating within the dialect instead of by analyzing it. A communicative classroom incorporates exercises through which understudies are able to work out an issue or circumstance through portrayal or transaction, and thus establish communicative competence. In this way a few exercises might incorporate composing a discourse in which the members arrange when and where they are progressing to eat supper, making a story based on an arrangement of pictures or comparing likenesses and contrasts between two pictures. Task-based learning, a refinement of the communicative approach, centers on the completion of particular errands through which dialect is instructed and learned. Dialect learners utilize the dialect that they know to total an

assortment of assignments, procuring unused structures, shapes and lexicon as vital. Small mistake adjustment is provided. In this sort of learning environment, three- to four-week sections are given to a particular theme: biology, security, pharmaceutical, religion, youth culture, etc. Understudies learn approximately a particular theme, step-by-step, employing an assortment of assets, with each unit coming full circle in a last venture such as a composed report or introduction.

Exercises are comparative to those found in a communicative classroom, but they are continuously based around a single, particular subject. Computer Helped Dialect Learning - There are a number of commercial items and online items which are generally used by free dialect learners. These drop beneath the CALL strategy, in spite of the fact that some-with cautious preparation-have been utilized in pair with conventional classroom instruction.

Reading Strategy - Now and then graduate understudies or analysts will as it were have to be learn how to perused insightful articles in a dialect, so they learn through the Perusing Strategy, where sufficient language structure is instructed to form it through a standard article in their field. Understudies don't work on talking or tuning in comprehension; or maybe, they concentrate on building up a huge supply of specialized lexicon.

THE LIST OF USED LITERATURE

1. Council of Europe (2001a). Common European framework of reference for languages:
2. Learning, teaching, assessment. Cambridge: Cambridge University Press.
3. Council of Europe (2001b). Common European framework of references for languages:
4. Learning, teaching, assessment. Structured overview of all CEFR scales.
5. Coxhead, A. (2000). A new academic word list. TESOL Quarterly, 34(2), 213-238. Retrieved

6. Hyland, K., & Tse, P. (2007). Is there an "academic vocabulary"? TESOL Quarterly, 41(2),

7. Hirsh, D. & Nation. P. (1992). What vocabulary size is needed to read unsimplified

Internet resource

1. <https://repositorio.unan.edu>.
2. <https://www.masterclass.com/>
3. <https://www.fluentu.com>
4. <https://www.strategiesinlanguagelearning.com>
5. <http://dx.doi.org/10.18870/hlrc.v5i2.236>.
6. <http://files.eric.ed.gov/fulltext/ED304002.pdf>